

# Annual Reading Proficiency Report

## As Determined by District Gain/Growth Scores

### Reading Improvement Program (SB230, 2004)

District \_\_\_\_\_ Literacy Director \_\_\_\_\_ Date: \_\_\_\_\_ (Report is due 9/28/07)

Annual improvements in reading proficiency were determined by the following procedure:

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All districts and charter schools **should submit a new or revised literacy plan on or before September 21, 2007-08 year.**

Grade Level Targeted Standards (PA, P, F, V, C)	Assessment(s) Used to Measure Gains and/or Growth in Reading Proficiency	Baseline Proficiency Data 2004	Proficiency Data 2005	Goal Met Y/N	Proficiency Data 2006	Goal Met Y/N	Proficiency Data 2007	Goal Met Y/N
K								
1								
2								
3								
(Optional Grades) 4								
5								
6								

**Note:** Your revised plan and Proficiency Report must receive USOE approval by 11/1/2007 to receive funding for the 2007-08 school year.

Please summarize your 2006-07 funded program investments, your program building activities, your program outputs, and your achieved program outcomes for improving reading proficiency.

District: \_\_\_\_\_

District Literacy Director:\_\_\_\_\_

<b>Inputs-Program Investments:</b>	<b>Outputs-Program Building Activities:</b>	<b>Program Outputs:</b>
		<b>Program Outcomes:</b> <b>Short Term:</b>
		<b>Medium Term:</b>
		<b>Long Term:</b>

Please summarize your 2006-7 funded program investments, your program building activities, your program outputs, and your achieved program outcomes for improving reading proficiency.

District: Happy Valley

Literacy Director: Bess Reading

### **Inputs-Program Investments:**

1. Legislative funding was utilized to hire 5 literacy coaches for our most at-risk elementary schools.
2. Legislative funding provided professional development for 5 literacy coaches and 5 previously hired coaches.
3. Legislative funding provided professional development support for teachers working with school literacy coaches.

*sample document*

### **Outputs-Program Building Activities:**

1. Literacy coaches received USOE training on the essentials practices for successful school literacy coaching.
2. The district provided training for coaches and grade level teacher representatives on DIBELS and TPRI assessments.
3. Quarterly substitutes were provided for teachers in grades k-3 to review student assessment data with school literacy coaches. Appropriate instructional practices and interventions were planned and implemented to support the needs of struggling readers.
4. Coaches were trained on observing Tier I instruction and successfully implementing needed SBRR practices utilizing the Utah Language Arts Core Curriculum to prevent reading failure.

### **Program Outputs:**

1. Ten literacy coaches are trained on essential coaching practices.
2. Ten coaches and forty teachers are proficient in administering and interpreting the DIBELS and TPRI assessments.
3. Ten coaches and 120 teachers are trained to review and use assessment data to plan and implement improved instruction for struggling readers.
4. Nine coaches can adequately observed classroom instruction and work cooperatively with teachers in implementing improved instructional practices utilizing the core curriculum to prevent reading failure.

### **Program Outcomes:**

#### **Short Term:**

1. 300 students received a program review to improve reading proficiency.
2. 200 students received Tier II intervention to improve literacy proficiency.

**Medium Term:** All first-third grade level Language Arts CRT scores improved. 95 % of all K students met proficiency on letter naming fluency and phoneme segmentation as measured by DIBELS

**Long Term:** 80% of all students in grades k-3 were to reach reading proficiency as measured by DIBELS in K and the Utah Elementary Language Arts CRTs in grades 1-3. The Happy Valley District reached their 3 year goal as described above. New long term goals have been established.

